



Inspire Learning
Teaching School Hub
NW

Welcome

ECT Induction Tutor Briefing June 2023

Jane Kennedy & Vicky Jackson

Agenda

- **Changes and what they mean for you**
- **Revised Guidance**
- **Appointment of an Induction Tutor**
- **Appointment of a mentor**
- **Quality Assurance**
- **Expected Cycle - At school level**

Changes

- From September 2023 LAs cannot act as the AB for new ECTs
- Teaching School Hubs become ABs
- Increased accountability
- Ensuring an ECTs entitlement



Revised Guidance

Induction for early career teachers, England (from 1 September 2023)



To support high-quality, fair and consistent assessment of ECTs, appropriate bodies may consider:

- Offering training sessions or guidance targeting induction tutors who are new to the role and need additional support in understanding the assessment process.
- Observing how the school conducts an ECT's lesson observation to quality assure that the assessment process is fair and consistent.
- Providing feedback on poor quality progress reviews or formal assessment reports and praising outstanding examples.
- Requesting further evidence from schools and conducting follow-up discussions where there is cause for concern on the progress reviews or assessment forms.
- Taking into account the whole induction period including intelligence gathered during site visits, lesson observations and advice from school improvement advisers.
 - Setting up independent moderation arrangements to verify the consistency of the appropriate body's approach to assessment reviews.

Appointment of an Induction Tutor

The headteacher/principal should identify a person to act as the ECT's induction tutor, to provide regular monitoring and support, and coordination of assessment.

The induction tutor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role and be able to assess the ECT's progress against the Teachers' Standards.

This is a very important element of the induction process and the induction tutor must be given sufficient time to carry out the role effectively and to meet the needs of the ECT.

The induction tutor will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teacher Standards. They will need to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties. It may, in some circumstances, be appropriate for the headteacher/principal to be the induction tutor.

The induction tutor is a separate role to that of mentor.

Appointment of a mentor

The headteacher/principal should identify a person to act as the mentor.

The mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role.

The mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT. This includes attending regular mentoring sessions and mentor training where appropriate.

ECT and mentor sessions are expected to be timetabled during teaching hours as schools are funded to cover the time off timetable. The headteacher/principal and appropriate body are expected to ensure that mentors are given sufficient time to carry out the role effectively and meet the needs of their ECTs.

The mentor and the induction tutor are two discrete roles with differing responsibilities and it is expected that these roles should be held by different individuals.

Appropriate Body QA cycle

Over the course of the induction, the appropriate body will continue to check that the ECT is receiving their entitlements and that regard is had to the statutory guidance.

The Appropriate Body will check:

- In the first year of induction, the ECT has a reduced timetable of no more than 90% of the timetable of the school's existing teachers i.e., an additional 10% on top of their PPA.
- In the second year of induction, the ECT has a reduced timetable of no more than 95% of the timetable of the school's existing teachers i.e., an additional 5% on top of their PPA.
- An ECT's teaching is observed at regular intervals and has prompt follow up discussion
- An ECT observes experienced teachers (during their additional time)
- The ECT has access to a structured induction programme based on the ECF Induction Tutor **must** be aware of ECT and mentor engagement with the programme

Expected Cycle - School level

- **1st half term** – observation of teaching and learning (ideally within the first 4 weeks)
- **2nd half term** – observation of T&L (repeat for each half term)
- **End of 1st term** – IT meeting with mentor, ECT and Progress Review (repeat for terms 2, 4 and 5)
- **End of 3rd term** – IT meeting with mentor, ECT and Formal Assessment
- **End of 6th term** – IT meeting with mentor, ECT and Formal Assessment (including recommendation for completion of induction)

Lesson Observations

- Following a full lesson observation, there is an expectation in the statutory guidance that detailed, written feedback is provided. This is not required for all learning walks, drop ins, etc.
- Ensure that time is built in to your school calendar for lesson observations and feedback thereof.
- If you wish to, you can save a copy of the lesson observation feedback to the Documents tab of ECT Manager for each teacher. This may be useful to refer to in Progress Reviews and Assessment Reports, as well as providing a record should the ECT move schools.

Progress Reviews

- Change to previous practice to support mentor/IT workload
- Progress Review designed to indicate whether an ECT is 'on track' or not
- Should reflect where you believe ECT will be by the end of Induction
- Should provide a brief summary of the progress the ECTs have made to date
- Formal assessments in terms 3 and 6 require greater detail against ALL of the Teachers' Standards

Progress Reviews

- Depending on how far into induction the ECT has progressed, more or less detail may be suitable:
 - **Term 1:** it is probably most helpful to concentrate on the teacher's personal and professional conduct and how well the relationships are working (TS1, TS8 and professional standard).
 - **Term 2:** it is probably most helpful to consider how likely the teacher is to require additional support and consider their progress across each of the Teachers' Standards, helping to ensure that there are no surprises when they have their first formal assessment in Term 3.
 - **Terms 4 and 5:** for teachers who have been consistently on track to meet the Teachers' Standards, these reviews can afford to be the lightest touch and focus on anything that has emerged to derail progress.

Progress Reviews

- The key question you will be asked is whether the ECT is on track or not.
 - Please use your professional judgement when answering this question. It may be difficult to answer with certainty so early in the induction period.
 - Bear in mind that their ITT training may have been severely disrupted and there may be gaps in knowledge and understanding.
 - If you judge that the ECT is not on track, the Appropriate Body will contact you to offer additional support to get the ECT back on track as quickly as possible.
 - A 'not on track' judgment is not a **FAIL** and will not impact on the successful completion of the induction period **IF** the ECT gets back on track.
 - "Not on track" should not be used for the first time at a formal assessment point
 - Capability and Induction are separate processes

Progress Reviews on ECT Manager

Further Information

Give brief details for the reason(s) for your answer to whether the ECT is on track

If the ECT is not on track to successfully complete induction, has the ECT been informed?

N/A

If the ECT is not on track to successfully complete induction, has a support plan been put in place?

N/A

Has the ECT continued to access a programme of support based on the Early Career Framework and received all of their statutory entitlements?

Not Answered

If no, please explain why an ECT-based induction has not been accessed or why statutory entitlements have not been met

N/A

Where an ECT is deemed **not** to be on track to successfully complete induction, list any teaching standards (including personal and professional conduct) where there is cause for concern **and include any evidence to support your concern.**

Making good use of time

Key questions for Tutor and Co-ordinator role:

- Are end of term meetings with the mentor and ECT already diaried?
- Has everyone been freed up to meet for an appropriate length of time?
- Have you planned in when you will write the progress reviews?
- Have you planned in sufficient time at the end of the year to write the formal assessment report?

ACTIONS

- Login to the DfE portal “Manage training for early career teachers” and check the information is correct
- Register new ECTs at [Inspire Learning ECT Manager portal](#) after 3rd July
- DO NOT enter any new ECTs or mentors until DfE test phase is over (likely to be mid-July)

Thank you for listening

Questions?



AB@inspirelearningtsh.co.uk



[@InspireTSHubNW](https://twitter.com/InspireTSHubNW)



[linkedin.com/in/inspirelearningtsh](https://www.linkedin.com/in/inspirelearningtsh)